**Session 3**

**Title:** Pumping Up Each Other

**Duration:** 20 Minutes

**Brief Summary of Session:** At the beginning of the session, group members will briefly discuss homework from Session 2, in which they were asked to identify two negative self-statements they made during the week and write a journal entry in which they refute and reframe these negative self-statements into positive self-statements. The purpose of this session is to promote compassion towards others by permitting group members to model positive statements to other group members. Group members will be asked to write one of these negative self-statements on a piece of paper and place this paper in a cup. Group members will draw a paper from the cup and respond to the negative statement of another group member by making a positive, encouraging statement and by making a suggestion for positively reframing the statement.

**Theoretical Orientation:** Adlerian and Cognitive Behavioral

**Specific Group Technique:** Modeling (Cognitive Behavioral), Cognitive Restructuring (Cognitive Behavioral), Social Connectedness (Adlerian)

**Materials/ Media:** Strips of paper, cup, pencils

**Core ASCA Standard(s):**

* PS:A1.1 Develop positive attitudes toward self as a unique and worthy person (ASCA, 2003, p.106)
* PS:A2.6 Use effective communication skills (ASCA, 2003, p.106)

**Core State Academic Standard(s):**

* Oral Language 7.1 The student will give and seek information in conversations, in group discussions, and in oral presentations (Virginia Department of Education, 2011).

1. Use oral vocabulary and style appropriate for listeners.
2. Communicate ideas and information orally in an organized and succinct manner.
3. Ask probing questions to seek elaboration and clarification of ideas.
4. Make supportive statements to communicate agreement with or acceptance of others’ ideas.
5. Use grammatically correct language and vocabulary appropriate to audience, topic, and  purpose.

**Objectives:**

* The student will be able to make one positive statement in response to another group member’s negative self-statement given the opportunity to share in the group by the end of the second group session.
* The student will respond to a positive statement about oneself made by another group member given the chance to respond in the group by the end of the third session.

**Assessment**:

* The professional school counselor will use a behavior checklist to assess these objectives (found in Appendix 4).

**Procedures/ Instructional Strategy:**

*Pre-group activity*: As a part of Session 2 homework, students will have completed a journal entry in which they identify two negative self-statements, identify what was happening when they thought/made the negative self-statement, how they were feeling at the time, and a way of reframing this statement into a positive self-statement.

*Opening* (3.5 min)

1. PSC will welcome members to group and initiate opening ritual in which group members recite together, “We are kind, we are smart, we are important” (Corey) (30 sec)
2. PSC will remind group members of topic for homework from Session 2 and check in with group members about the completion homework and experience of completing the homework (Corey). (3 min).

*Working* (12 min)

1. PSC will introduce concept of compassion by asking group members what compassion means to them. PSC will introduce activity by explaining that sometimes having compassion for others helps us to feel better about ourselves (McKay & Fanning, 2000). (2 min)
2. PSC will explain activity. PSC will pass out slips of paper and pencils. PSC will ask students to write down one negative self-statement they identified from their Session 2 homework. PSC will explain that students may include their name or choose not to include their name if they are uncomfortable. PSC will ask group members to place slips of paper in a cup. Students will draw one slip of paper (re-draw if it is their own) and read the negative self-statement aloud. Students will respond to the negative statement of another group member by making a positive, encouraging statement and by making a suggestion for positively reframing the negative self-statement into a positive self-statement. PSC will model the skill prior to beginning of activity. This activity is designed on the assumption that compassion for others promotes self-esteem in oneself as suggested by McKay and Fanning (2000). (10 min)

*Processing* (3 min)

1. PSC will ask group members what it was like to hear others make positive statements in response to their own negative statements. PSC will remind group members that they do not have to identify which statement was theirs when processing feelings (McKay & Fanning). (1.5 min)
2. PSC will ask group members how they could relate to the negative self-statements of others and how the positive reframe affected their perspectives (McKay &Fanning). (1.5 min)

*Closing* (3 min)

1. PSC will summarize session. PSC will remind group members that they have learned to identify negative self-statements and ways to restructure these negative statements into positive self-statements. PSC will remind students that having compassion for others can help students feel good about themselves (Corey). (2 min)
2. PSC will assign ownwork for following week. Ownwork: When students hear a friend or family member make a negative self-statement, the students will make a positive statement to that person at least 3 times during the week (McKay & Fanning). (1 min)
3. PSC will initiate closing ritual in which students recite together, “We are kind, we are smart, we are important” (Corey). (10 sec)

**Homework/ Ownwork**: When students hear a friend or family member make a negative self-statement, the students will make a positive statement to that person at least 3 times during the week.

**Group Stage and Emerging Issues:** In the third of six sessions, the group is likely in the working stage (Corey). In the working stage, it is likely that the students may partake in greater involvement and disclosure, that there will be a sense of cohesion and trust, and that students will be willing to engage in more self-exploration (Corey).Students may be willing to be more vulnerable in the working stage (Corey).